

# ASD

## UNLOCKING LANGUAGE



**A Program to Teach  
Language and Communication**

**Marion Blank, Ph.D. & Suzanne Goh, M.D.**

# Asd Unlocking Language A Program To Teach Language And Communication

**Susan Winebrenner,Lisa Kiss**



## **Asd Unlocking Language A Program To Teach Language And Communication:**

*Asd Unlocking Language* Marion Blank, Suzanne Goh, 2013-12 What is ASD Unlocking Language and what can it accomplish ASD Unlocking Language is a program designed to teach effective language and communication to children with autism spectrum disorders and other developmental conditions that affect language Upon successful completion of the program children are able to understand and talk about past present and future events in their home life such as eating playing bathing and dressing past present and future events in the outside world such as visits to the supermarket a trip to the zoo and activities at school simple stories and other early literacy skills Mastery of these skills enables children to become more active participants in the world around them The program may be implemented by a parent teacher therapist or other dedicated adult Who is the program for The program is for children who meet the following criteria In language the ability to say at least two words in sequence either spontaneously or through imitation such as go home bye bye want cookie While behaviors like these are fragmentary they are significant indicators that the child has the perceptual and motor base required for spoken language In behavior the willingness to respond effectively to adult guidance To benefit from language instruction a child must be able to cooperate in the teaching process If a foundation of cooperation is not yet present it can be established through the behavioral program outlined in *Spectacular Bond Reaching the Child with Autism* by Dr Marion Blank Dr Suzanne Goh and Susan Deland It is advisable to postpone ASD Unlocking Language until the *Spectacular Bond* program has been completed How is the program organized ASD Unlocking Language is organized into short daily sessions lasting about 20 to 30 minutes each Sessions take place once per day four or five days per week Skills taught in the lessons are also practiced outside the session in real world settings Depending on the child s skill and rate of progress the full program takes from 6 to 18 months to complete There are two components to the program Pre Language Skills and Language Skills

*Asd Unlocking Language* Marion Blank, Suzanne Goh, 2014-01-25 What is ASD Unlocking Language and what can it accomplish ASD Unlocking Language is a program designed to teach effective language and communication to children with autism spectrum disorders and other developmental conditions that affect language Upon successful completion of the program children are able to understand and talk about past present and future events in their home life such as eating playing bathing and dressing past present and future events in the outside world such as visits to the supermarket a trip to the zoo and activities at school simple stories and other early literacy skills Mastery of these skills enables children to become more active participants in the world around them The program may be implemented by a parent teacher therapist or other dedicated adult Who is the program for The program is for children who meet the following criteria In language the ability to say at least two words in sequence either spontaneously or through imitation such as go home bye bye want cookie While behaviors like these are fragmentary they are significant indicators that the child has the perceptual and motor base required for spoken language In behavior the willingness to respond effectively to adult guidance

To benefit from language instruction a child must be able to cooperate in the teaching process. If a foundation of cooperation is not yet present it can be established through the behavioral program outlined in *Spectacular Bond Reaching the Child with Autism* by Dr Marion Blank, Dr Suzanne Goh and Susan Deland. It is advisable to postpone ASD Unlocking Language until the Spectacular Bond program has been completed. How is the program organized? ASD Unlocking Language is organized into short daily sessions lasting about 20 to 30 minutes each. Sessions take place once per day four or five days per week. Skills taught in the lessons are also practiced outside the session in real world settings. Depending on the child's skill and rate of progress the full program takes from 6 to 18 months to complete. There are two components to the program: Pre Language Skills and Language Skills. **Resources in Education**, 1996 *Autism Communication Methods* Gideon

Saxon, AI, 2025-05-05 *Autism Communication Methods* addresses the critical need for effective communication strategies for individuals with Autism Spectrum Disorder (ASD). It explores diverse communication styles focusing on practical tools like the Picture Exchange Communication System (PECS) and digital interfaces. The book emphasizes a multifaceted approach, arguing that combining established methods with modern technology offers the best path to enhancing communication skills. For example, the book details how PECS can help individuals initiate communication, reducing frustration and promoting independence. The book progresses from foundational principles of communication challenges experienced by individuals with ASD to a detailed examination of PECS and then explores digital interfaces. It also covers how to create individualized support plans. What sets this book apart is its blended approach integrating traditional and digital tools and its emphasis on personalized strategies tailored to individual needs. This perspective recognizes the evolving landscape of technology and its potential to revolutionize communication support. Ultimately, this Parenting and Psychology focused book provides evidence-based guidance in an accessible manner, making it a valuable resource for parents, educators, and therapists seeking to improve communication skills and foster greater inclusion for individuals with autism. Each chapter builds upon the previous, offering practical applications and insights for real-world scenarios. **Resources in Education**, 1995 *Introducing*

*Autism* Ruth Eren, 2024-06-01 Written by educators for educators, *Introducing Autism: Theory and Evidence-Based Practices for Teaching Individuals With ASD* is an introductory text offering a broad picture of Autism Spectrum Disorder for students, teachers, related service providers, and other school personnel who are engaged in the education of individuals with ASD. *Introducing Autism* imparts knowledge and understanding of the broad spectrum of ASD and suggests evidence-based practices to support this population. Editor Dr Ruth Eren and the text contributors provide readers with a firm foundation of facts, strategies, and processes that help explain and address the complex profile of an individual with ASD. As a result of this understanding, current and future practitioners will be equipped with the skills and strategies to work collaboratively and effectively with their school team as they create a program for a student on the spectrum. What's included in *Introducing Autism*: Content supported by case studies based in authentic educational settings. Evidence-based practices suggested for

use in the classroom Voices from the Spectrum sections in each chapter which feature the viewpoints from individuals on the spectrum Introducing Autism Theory and Evidence Based Practices for Teaching Individuals With ASD will enable universities to offer a comprehensive course that provides a strong foundation of knowledge and understanding of ASD to prepare teachers and related service providers for certification

**Teaching Kids with Learning Difficulties in Today's Classroom** Susan Winebrenner, Lisa Kiss, 2017-02-28 A gold mine of practical easy to use teaching methods strategies and tips to improve learning outcomes for students who score below proficiency levels This fully revised and updated third edition of Teaching Kids with Learning Difficulties in Today s Classroom provides information on integrated learning problem solving and critical thinking in line with Common Core State Standards and 21st century skills It reflects the use of technology and schoolwide cluster grouping in support of all students and includes proven practical classroom tested strategies and step by step instructions for how to use them Sidebars throughout highlight special information for working with students on the autism spectrum tech tips describe technologies that are especially useful for kids with LD Digital content includes all of the book s customizable forms additional content organization charts and a PDF presentation for book study groups and professional development

*Special Needs, Different Abilities* Marjorie S. Schiering, 2019-07-24 This book describes the Interactive Method IM for teaching different abilities special needs and all learners It involves hand s on techniques for retention of curriculum and the teaching of thinking from the elementary through college years Types of comprehension are defined along with how memory works Chapters address types of special needs and defines the term and different abilities in conjunction with creating lessons that result in memory acquisition and transference to personal success on tests or exams as well as daily situations regarding experiential learning Also offered are entry level means of instruction for developing a sense of self confidence efficacy reliance and skills necessary for future learning challenges In conjunction with this is the Reciprocal Thinking Skills Cognition to Metacognition Chart for identification and application of what one is thinking when engaged in the aforementioned IM A few examples of this are provided through a listing and explanation of the values of this method lesson objectives and application of these Personal narratives are provided by teachers and or parents of children with different abilities before the author s closing comments respective of one s being enough and practice of providing lift up statements to encourage student learners in the academic and social cognition environments

Computers and Education H. J. van der Aa, 1970

**Asd Pre-Speaking Program** Marion Blank, Suzanne Goh, 2014-02-10 ASD Pre Speaking Program is designed to teach a range of cognitive and linguistic skills to non verbal children with autism spectrum disorders and other developmental conditions that interfere with language development Note The term non verbal is often misleading since many of the children can comprehend and incorporate language A more accurate term would be non speaking Upon successful completion of the program children are able to attend to directions guidance and input from adults sustain attention to cognitive demands for periods up to 15 to 20 minutes gain the ability to retain increasingly complex sequences of

visual information comprehend and respond to increasingly complex language based demands ASD Pre Speaking may be implemented by a parent teacher therapist or other dedicated adult ASD Pre Speaking is organized into short daily sessions lasting about 15 to 20 minutes each Sessions take place once per day four or five days per week Skills taught in the lessons are also practiced outside the session in real world settings Depending on the child's skill and rate of progress the full program takes from 2 to 6 months to complete Four activities are used with each aimed at fostering attention sequencing memory and language Each activity starts with processing one piece of information e.g. matching one picture to another and then moves steadily so that the child is incorporating reviewing and acting upon four pieces of information e.g. having seen four pictures that are no longer in view the child selects via memory four pictures that match the originals NOTE This program is also included as part of ASD Unlocking Language

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